

# Kentucky Teacher

February 2000

## Wanted: 1,000 educators for nation's most extensive standards-setting process

By Faun S. Fishback  
Kentucky Department of Education

Over the next year, more than 1,000 public school teachers, administrators, parents and Kentucky citizens will be involved in what the Kentucky Department of Education is calling the most extensive standards-setting process for student assessment ever undertaken in this country.

The process began last fall to examine Kentucky's revalidated performance standards and calibrate them to new Kentucky Core Content Tests launched in 1999. The standards have been used since 1992 to place students in novice, apprentice, proficient and distinguished categories based on their scores on state tests. The standards also were validated in 1995.

The National Technical Advisory Panel on Assessment and Accountability, which is advising the Kentucky Board of Education on development and implementation of the Commonwealth Accountability Testing System, recommended examination of the performance standards. The process may or may not change the definitions of the four categories and the cutscores that divide scores into one category or another. The recalibrated performance standards will be used in the 2002 long-term accountability system. Writing standards, however, will not change. The Writing Benchmarking Committee, after in-depth review and public comment, recommended no changes in the writing standards.

**Step One** of six steps in the standards-setting process began in November 1999 when a subgroup of the state's Content Advisory Committees and a few additional educators created a working draft of the descriptors for novice, apprentice, proficient and distinguished student performance. The



Laura Gravin, a teacher at Oldham County's Camden Station Elementary, records comments from educators reviewing standards used since 1992 to measure student performance on state core content tests. Gravin and 85 other teachers met in December for the review and recommended a number of modifications. The Department of Education now seeks more than 1,000 educators for the next phase of the standards-setting process.

Photo by Rick McComb

content area teams produced one generic set of descriptors and a content-specific set of descriptors.

Kentucky public school teachers had access to a "working draft" of those descriptors and were asked to submit their suggestions for revisions. A parent group also was convened Jan. 21, 2000, to respond to the draft. The Step One committee met again on Jan. 24 to revise the working draft and design grade-level (elementary, middle and high school) specific descriptors.

Soon superintendents will nominate 1,000 teachers to participate in

**Steps Two and Three.** Next November, about 500 of those teachers will be involved in a "bookmarking" process, working with the testing contractor to establish cutscores for novice, apprentice, proficient and distinguished based on the difficulty of items on the test used in the spring of 2000.

In December, the second group of more than 400 teachers, under the test contractor's leadership, will follow the Jaeger-Mills process to establish cutscores for novice, apprentice, proficient and distinguished based on stu-

dent responses to the items on the spring 2000 test. The Jaeger-Mills process, created in part by a member of the technical panel advising Kentucky on assessment and accountability issues, is a nationally respected process.

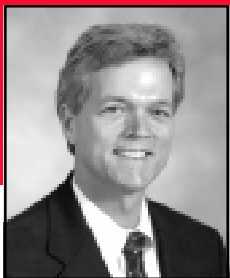
As part of **Step Four**, actual student scores will be matched to the teacher-assigned judgments of their students' work. A sampling of Kentucky teachers at all levels will be asked to review the descriptors and select the performance level that most closely matches the work of his or her students.

**Step Five** has two parts and brings parents and representatives of the general public into the process. During January 2001, a group of citizens and educators will synthesize the findings from Steps 2, 3 and 4 into a set of statistical cutscores. After a period of public review, this same group will reconvene to consider the comments from the public review process and to make final recommendations to the state board.

**Step Six** will occur when the state board considers recommendations resulting from Step 5. The board will determine the final set of cutscores that will be used to report student performance levels in September 2001 and September 2002. In addition, the spring 1999 and spring 2000 data will be converted to these new standards.

### Interested?

Teachers will have opportunities in March to apply to participate in the next phase of the standards-setting process. Watch the Department of Education's Web site ([www.kde.state.ky.us](http://www.kde.state.ky.us)) and the March issue of *Kentucky Teacher* for more information.



## Kentucky Board of Education seeks your support for legislative agenda

By Kevin Noland  
Interim Commissioner of Education

The Kentucky Board of Education strongly supports the General Assembly in its efforts to improve teaching and learning in public elementary and secondary schools. Toward that goal, the board has focused this year's legislative agenda on the following issues:

**1. Low-achieving schools and middle schools will be improved. Improved teacher quality and professional development of teachers and administrators will be supported.**

During 1999, the Commonwealth Task Force on Teacher Quality made important recommendations for improving teacher preparation; supporting both new and veteran teachers; boosting teacher salaries and career enhancements; and setting the course for statewide leadership.

The Kentucky Board of Education supports the work of the task force. The board's own recommendations align with the task force's efforts to ensure that all veteran teachers with general 1-8 or K-8 certification who teach a core subject in grades 6, 7 or 8 have strong backgrounds in the content courses they teach.

The task force suggests that we

need to do a better job of assisting teachers in the selection of high-quality professional development that meets their individual career needs and the needs of their schools. The board agrees and supports expanding Kentucky's teacher academies.

The task force also recommended a comprehensive, statewide data system that would improve the flow of information and help with policy decisions. The Department of Education is already working toward such a system, and the state board has recommended increased funding to support the effort.

**2. The assessment and accountability system will be successfully implemented.**

By enacting House Bill 53, the 1998 General Assembly made important changes in the public school assessment and accountability system. The state board calls upon the 2000 General Assembly to appropriate the funds needed to fulfill the requirements of that law. Funding must be sufficient to support all facets of that system, including these:

- the contract with CTB/McGraw-Hill, the vendor under contract to develop and administer the tests to Kentucky standards;
- the alternative assessment of children with disabilities;
- studies to measure and monitor

the validity of the tests;

- the development of a technically sound longitudinal measurement of student progress — how this year's 4<sup>th</sup>-graders, for example, perform when tested again in future years;

- an inclusive, systematic process for setting performance standards;

- scholastic audits that identify problem areas at schools not meeting their academic goals;

- initiatives that hold students accountable for test performance;

- the production and distribution of the school report card.

**3. Racial and gender equity in Kentucky schools will be promoted.**

The state board supports legislation requiring school councils to adopt policies for equity and diversity in curriculum and hiring. The board also supports increases in funding for minority educator scholarships and funding to implement the recommendations of the Equitable Schools Employment Committee, including incentives for recruiting and retaining minority educators.

**4. Quality early childhood education for children at risk of educational failure will be strengthened and supported.**

For 10 years, state law has required that local school districts offer a half-day preschool program for children at

risk of educational failure. However, this initiative has never been fully funded. The state board supports full funding for this important early childhood education program.

The Kentucky Board of Education and the Department of Education welcome your support of these initiatives for improving teaching and learning. If you agree with the board's legislative priorities, you may add your support by contacting your state representative. To leave a message for one or more legislators, phone (800) 372-7181 or send e-mail through the directory available on the Internet at [www.lrc.state.ky.us](http://www.lrc.state.ky.us).

Editor's Note: What are legislators saying about P-12 education? Turn to Pages 8 and 9 in this issue and "listen in" as *Kentucky Teacher* talks with Senate Education Committee Chairman Lindy Casebier and House Education Committee Chairman Frank Rasche.

For details about the recommendations of the Commonwealth Task Force on Teacher Quality, see Page 5 of the November 1999 *Kentucky Teacher*, available on the Internet at [www.kde.state.ky.us](http://www.kde.state.ky.us).

## Adams-Rodgers appointed interim deputy commissioner



Lois Adams-Rodgers, a veteran Kentucky educator, is serving as deputy commissioner of the Department of Education's Bureau of Management Support Services on an interim basis. She began her new duties at the department on Feb. 1.

Adams-Rodgers is on a leave of absence from her position as director of the Kentucky Center for School

Safety. She has served as an associate professor at the University of Kentucky, the director of the Kentucky Institute on Education Reform, an administrator in the Jessamine and Henry county school districts, and a teacher in Jefferson County. During two earlier stints with the Department of Education, she has served as a chief of staff, deputy commissioner and pro-

gram consultant.

Adams-Rodgers holds bachelor's and master's degrees and a doctorate from the University of Louisville.

Her interim duties include overseeing the offices responsible for school finance, transportation, facilities, technology and a variety of other activities. She replaces Randy Kimbrough, who resigned in January.

# Hundreds help set direction for new commissioner search

Do Kentuckians know what qualities they want in the next commissioner of public education? If the response to a call for public comment on the topic is any indicator, the answer is “yes.”

In December, the Kentucky Board of Education’s Commissioner’s Search Committee asked teachers, administrators, superintendents, board members and the general public to help compile a list of qualities they want in their next education commissioner. To begin the discussion, the committee prepared its own list of 11 qualifications and asked respondents to rank them in order of importance. The committee made the list and a feedback form available on the Department of Education’s Web site and in several department publications.

More than 360 people responded, and several of them added their own ideas and comments.

Respondents prioritized the 11 criteria as follows, based on a 5-point scale, with 5 being most important and

- 1 being least important.
- Informed knowledge of educational issues facing Kentucky and the nation (4.72);
  - Management style of openness, collaboration, two-way communication (4.67);
  - Personal energy, self-confidence and enthusiasm (4.67);
  - Commitment to and understanding of technological changes in the Information Age (4.35);
  - Clear, comprehensive understanding of history, issues and progress of Kentucky reform (4.35);
  - Ability to relate to and gain respect of education constituents and General Assembly (4.32);
  - Understanding and knowledge of Kentucky’s institutions, culture, and political and educational leadership (4.3);
  - Shared vision with the Kentucky Board of Education’s expectations for education reform (4.23);
  - Proven record of commitment to and accomplishment of reform (4.16);

- Proven record of excellence in management of large organization (3.72);
  - A postgraduate degree (3.68).
- The committee also held a public hearing on Jan. 11 to gather comment on the next commissioner’s qualifications. Representatives from the Kentucky School Boards Association, the Kentucky Parent Teacher Association, the Kentucky Nonpublic Schools Commission and the Covington Board of Education spoke at the hearing. Four organizations — the Kentucky Education Association, the Kentucky Valley Educational Cooperative, the Kentucky Council on Postsecondary Education and the Kentucky Education Equity Task Force — submitted written comments.
- The search committee will provide data from survey responses and the public hearing to a search firm hired to coordinate a national search for candidates for the commissioner’s post. (See related story on this page.)

## Committee hires firm to seek commissioner candidates

The Commissioner’s Search Committee of the Kentucky Board of Education has selected Korn/Ferry International to assist in its search for a new commissioner of education.

The committee made the choice Feb. 2 after interviewing company representatives. Korn/Ferry International, founded in 1969, has 71 offices in 40 countries and has conducted more than 75,000 searches for candidates who qualify for senior-level positions.

The firm operates an education/not-for-profit specialty practice that recruits senior-level executives to colleges and universities, professional and industry associations, charitable and philanthropic organizations, cultural arts entities and government and quasi-government agencies. Its Kentucky clients have included the Council on Postsecondary Education, Kentucky Educational Television and Georgetown College. Recent placements include the Postmaster General of the United States, head of the London School of Economics, director of the Lincoln Center for Performing Arts, executive director of the Girl Scouts USA, president of The United Way and the presidents of colleges and universities throughout North America.

The search committee will enter into negotiations immediately with Korn/Ferry to complete a contract and set a timeline for the search. The committee requires that the search firm consider what Kentucky educators and citizens consider important qualities for the next commissioner. (See related story on this page.)



**NOW ONLINE** – Keith Miller offers some pointers as Liz Moore prepares to teach classes in the Kentucky Virtual High School (KVHS). The new service delivers high school courses via the Internet, empowering high schools to expand learning opportunities for their students. Moore, formerly a teacher in Fayette County, is one of 15 teachers of 21 KVHS online courses this semester. Miller represents eCollege.com, one of several partners in the virtual high school project. For more information about KVHS, visit the Internet at [www.kvhs.org](http://www.kvhs.org) or contact Linda Pittenger at (502) 564-2020, ext. 302.

Photo by Rick McComb





# Scott and Kenton teachers take close look at their technology abilities

By Faun S. Fishback  
Kentucky Department of Education

It's a running joke that if you want anything done on a computer, ask someone young. With access to technology at school and at home, most young people have the time and the inclination to learn and experiment with a variety of software, surf the Internet and develop an assortment of computer skills. Many adults are being left behind.

Kentucky's recently instituted technology standard for beginning and experienced teachers sets out to change that imbalance of knowledge in the classroom. The standard, which takes effect with the 2000-2001 school year, requires that teachers demonstrate the ability to use technology to support classroom instruction. Additionally, teachers must be able to install and use computer equipment as well as know how to use computer technology to communicate and facilitate learning.

For some teachers, the standard is a daunting requirement. Other teachers realize the standard will help them prepare their students for a world of work that is highly based on the use of technology.

For the past year and a half, teachers in Scott and Kenton counties have taken a methodical approach to meeting the standard and using their new knowledge to improve instruction in their classrooms.

Both districts are using a self-assessment tool and rubric created by the Scott County School Technology Coordinators' QUEST team. The self-assessment document breaks down the standard's 16 criteria into manageable steps that teachers can understand and accomplish, said Leslie Flanders, district technology coordinator in Scott County. Once teachers identify their strengths and weaknesses, they can select appropriate district professional development sessions that are designed to help improve certain technology skills.

"For the last six months, we have offered a comprehensive Technology Academy of workshops on integrating technology into learning," said Flanders. The Fall Academy of workshops is listed on the district's Web site at [www.scott.k12.ky.us/technology/acad.html](http://www.scott.k12.ky.us/technology/acad.html).

Kenton County also lists its technology professional development offerings on the Internet ([www.kenton.k12.ky.us/instech/PD/currentcatalog.htm](http://www.kenton.k12.ky.us/instech/PD/currentcatalog.htm)). "We post this on the Web page so teachers can pick and choose what session is most appropriate for their self improvement," said Vicki Fields, Kenton County district technology coordinator. "It's really all about PD and steering teachers to the session that will most benefit their classrooms."



Photo by Rick McComb

White's Tower Principal Earl Hughes helps first-year teacher Lesley Bickers with a newsletter template. Finding time for teachers to learn technology skills is "the most critical missing element," Hughes said.

## Kenton County

At White's Tower Elementary in Kenton County, teachers are using about 15 minutes at each faculty meeting to address the technology standard. School technology committee members demonstrate a specific skill, give examples of how to use it to make curriculum/classroom connections and provide handouts for teachers to reference later, said principal Earl Hughes.

Committee members provide teachers with one-on-one follow-up tutorials, and teachers can get assistance from technology-savvy students in the Student Technology Leadership Program. White's Tower teachers also enroll in the after-school district technology sessions.

Finding time for teachers to learn those skills is "the most critical missing element," Hughes added. For that reason, the district plans to hire a technology resource teacher who will work in the schools one-on-one with teachers, model effective techniques in classrooms and provide "just in time" training, said Fields, the district technology coordinator.

"My goal for our teachers," said Hughes, "is not to develop technical expertise alone, but to become highly skilled at integrating technology into daily instructional strategies and interventions."

*Read about Scott County and the technology standard on the next page.*

# Scott County

Most Scott County schools have incorporated the self-assessment tool into teachers' professional growth plans. However, 55 teachers at Scott County High got an extra push from school technology coordinator Jo Ann Gano. Using a scale of 1 to 4 for each of the 16 criteria, she has informally assessed and rated each teacher's technology competency. Gano said teachers are using their scores to set personal goals for this school year.

The early scores were mostly in the 30s and 40s out of a possible 64 points. "We didn't expect everyone to score high the first year," said Gano. "What we're interested in is their improvement, and most are setting realistic goals."

Teachers at the high school already are becoming more comfortable with technology, she added. Several teachers have prepared multimedia projects for their classes. Others are working with Gano to develop content-related Internet scavenger hunts. Teachers now volunteer to help her install new computer equipment; a special education teacher volunteered to train teachers on adaptive/assistive computer equipment.

"The response I'm getting from a lot of teachers, both veterans and new, is, 'You've made this painless. I think I can do it!'" said Gano.

In the fall of 2000, Scott County will make the technology standard part of teacher growth plans and evaluations. Kenton County will continue to use the informal evaluations to help teachers assess and improve their technology skills.

To find out more about the technology programs in the Scott and Kenton districts, contact Flanders at (502) 863-3663, ext. 3016, or at [lflander@scott.k12.ky.us](mailto:lflander@scott.k12.ky.us) or Fields at (606) 344-8888 or [vfields@kenton.k12.ky.us](mailto:vfields@kenton.k12.ky.us). Both district technology coordinators also can be reached by e-mail through the KETS global list.



Garth Elementary Principal Rusty Andes goes over the technology self-assessment tool with Scott County teachers Elaine Brawner (center) and Kimberly Brown during a training session on the technology standard.

## Technology Standard for Kentucky Teachers (Beginning and Experienced)

Performance criteria:

1. Operates a multimedia computer and peripherals to install and use a variety of software.
2. Uses terminology related to computers and technology appropriately in written and verbal communication.
3. Demonstrates knowledge of the use of technology in business, industry and society.
4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5. Creates multimedia presentations using scanners, digital cameras and video cameras.
6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations and use other emerging technologies to enhance professional productivity and support instruction.
7. Uses computer and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance productivity and support instruction.
8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
9. Designs lessons that use technology to address diverse student needs and learning styles.
10. Practices equitable and legal use of computers and technology in professional activities.
11. Facilitates the lifelong learning of self and others through the use of technology.
12. Explores, uses and evaluates technology resources: software, applications and related documentation.
13. Applies research-based instructional practices that use computers and other technology.
14. Uses computers and other technology for individual, small group and large group learning activities.
15. Uses technology to support multiple assessments of student learning.
16. Instructs and supervises students to practice the ethical and legal use of technology.

## Educators eligible for aid to become counselors

The Kentucky Counseling Association and participating colleges offer financial help to educators interested in taking summer courses toward certification as school or mental health counselors.

Each of the following colleges or universities will provide one tuition waiver: Eastern Kentucky University, Lindsey Wilson College, University of Louisville, Morehead State University, Murray State University, Western Kentucky University, Xavier University. The association will provide up to \$100 per participant for books. Students beginning work for a master's degree will get preference.

Each applicant must submit a completed application, documentation of acceptance by the participating university and a letter of recommendation. The submission deadline is April 15.

For more information and an application, visit the Internet at [www.kyca.org](http://www.kyca.org) (select "Summer 2000 Scholarship") or contact Bill Braden, executive director of the Kentucky Counseling Association, at 622 Timothy Dr., Frankfort, KY 40601, or [bradenkca@aol.com](mailto:bradenkca@aol.com).

# Sports and academics mix to improve student achievement and attitudes

By Sharon Crouch Farmer  
Kentucky Department of Education

Gaining confidence. Controlling anger. Mastering mathematics. Self, others and future. These are concepts that at-risk children find hard to embrace. They also are concepts that Eminence Middle School of the Eminence

building their self-confidence, we try to give them tools to help them deal with the issues they face," he said.

Blackburn stays on top of student progress by being constantly involved with the students and their teachers. He knows what is happening daily in the classroom and on campus, and he



Photo by Rick McComb

Keith Blackburn, director of Lightspan, works with Leoandria Kelley during a Saturday morning Sports/Academic Achievement Club session at Eminence Middle School. The club features activities focused on students' attitudes, academics, school attendance and achievement.

Independent district in Henry County offers through its Sports/Academic Achievement Club.

Thirty-nine of the school's 175 students spend two hours every Saturday morning at school with the club's director, Keith Blackburn. Academic tutoring, remediation and mentoring comprise the first 90 minutes. A half-hour of sports and games follows.

"We focus on attitude, academics, attendance and achievement," said Blackburn, "We want students to learn to make good choices; to be leaders, not followers; and to accept responsibility for their successes and failures."

Blackburn believes that the middle school years are among the toughest for children. "By teaching good listening and organizational skills, exploring methods of anger control and

tracks each student's progress. He also keeps communication flowing with parents.

"We explain the program to parents and children at a kick-off dinner each year," Blackburn said. "Everyone knows there are rules and boundaries and what those are. Everyone knows there will be rewards, but they have to be earned."

Parents are solidly behind the program, making the effort to get children to school on Saturdays and participating in activities. Parents often contact Blackburn with questions or concerns instead of scheduling a teacher's conference. "They know I am keeping track of every aspect of every student's day, every day, and not just one block of time," Blackburn said.

Standards of conduct and attendance must be maintained for membership in the club. Students must spend one hour a week using the school's Lightspan curriculum at one of seven PlayStations coordinated by Blackburn (see box).

Community leaders and businesses reward attendance and progress with incentives such as t-shirts and field trips, including an overnight visit to the King's Island theme park near Cincinnati.

The program proved successful in its second year, 1998-99, with school attendance by club members improving across the board. In one year, student absences dropped 54 percent in grade 5; more than 60 percent in grade 6; almost 75 percent in grade 7; and 64 percent in grade 8.

Blackburn reports that the program is proving academically successful, as well. "Some of our students have increased language arts or mathematics skills as much as two grade levels," he said.

"It's an intense program, it's individualized but it's also personal and fun," said Blackburn. "They get hooked on it, and I get hooked on them."

The Sports/Academic Achievement Club and the Lightspan curriculum are only examples of programs available at the Eminence 21<sup>st</sup> Century Community Learning Center. The center is one

of six administered by the Ohio Valley Educational Cooperative (OVEC) with funds from a \$600,000 annual grant from the U.S. Department of Education. Other centers in OVEC serve Bullitt Lick Middle School in Bullitt County, Grant and Oldham County middle schools, Maurice Bowling Middle in Owen County, and Shelby County West Middle.

Each center provides academic and recreational activities for youth and adults during the school day, after school and on weekends. More than 3,800 students participated in 340 activities, and more than 2,600 adults participated in 190 activities during the first year the six centers were open.

The learning centers depend on community involvement.

"It is consistent engagement. It's what the community wants to do, not what we think they should do," said Karla Gibbs, OVEC's director of adult, family and community education. "But every activity is an opportunity for learning."

For More Information . . .

- Keith Blackburn, Eminence Middle School, (502) 845-5427
- Cindy Wade, Eminence Community Learning Center, (502) 845-2135
- Karla Gibbs, Ohio Valley Educational Cooperative, (502) 647-3533; or the OVEC Web site at [www.ovec.org](http://www.ovec.org)

## About Lightspan

Lightspan is a computer-based curriculum that, according to Blackburn, "combines PlayStation and television, an irresistible combination for any child."

Activities are animated, interactive and fast-paced games targeting mathematics and language arts skills. The hundreds of compact discs in the program help teachers meet individual student's needs. Teachers assign activities based on a pretest, and the program scores the students' work.

The curriculum, aligned with national standards and Kentucky's core content, is designed to help students master basic skills, develop higher-order thinking skills and increase personal creativity.



# Mapping the future

Barren County students use technology to draft house plans — and build career opportunities

By Bill Walter  
Barren County Public Schools

*Editor's Note: Bill Walter is director of personnel and public relations for Barren County Public Schools and a member of the Kentucky School Public Relations Association.*

Dennis Hawkins is not an educator, so nobody could fault him for not understanding the education term “authentic assessment.” However, he not only understands what authentic assessment is, he makes it happen.

Hawkins, manager of Square Deal Lumber Company in Glasgow, works in partnership with Barren County High School technology education teacher Keith Hale to ensure that students know how to apply knowledge and skills they learn in the classroom to solve real-life problems. Application is the essence of authentic assessment.

Through the partnership, students in Hale’s special-problems mapping class use their knowledge and skills to create house plans for Square Deal customers. Working as assistants to the company’s full-time draftsman, Carl Mouden, the students have completed more than 80 different house plans since the partnership began in the spring semester of the 1998-99 school year. They use computer-assisted drawing to draft the plans, sometimes starting with little more than a customer’s pencil scratchings on scrap paper.

“One time somebody brought us a sketch on a torn piece of white freezer paper,” laughs Katherine Edwards, a senior in the class. “Another time, we received a rough sketch that had a two-and-a-half feet by one foot bathroom in it!”

Once they map out the floor plan, the students construct a computer model to scale and ensure that the plan



Photo by Rick McComb

Barren County High School student Brad Poland gets guidance from technology education teacher Keith Hale to complete computer-generated plans for a new house. Students learn to use architectural design software and gain real-world experience by creating plans for a local building supply business.

meets space requirements and industry standards.

According to Hale, the students begin with Broderbund’s 3-D Home Architect Deluxe software. They transfer to another CAD-based software to include details with precise dimensions. Students can deliver a full-color view of the completed home from any angle the customer desires. They can even give the customer a virtual walk-through of the house before it is built. By integrating other software, they can incorporate plan descriptions and explanations.

They even provide a complete materials list that lumber company employees use to figure costs of construction of the homes, which range in size from 1,000 to 4,000 square feet and have market values that Hawkins

estimates to be as high as \$300,000. Square Deal does not charge customers for the house plans.

“This is real-world problem solving,” says Hale. “I’d put these students up against anyone in the industry with the quality of work they do. They are extremely focused and skillful. There is no doubt they make a real contribution to the work of the local Square Deal store. That’s authentic assessment by anybody’s standards.”

Hale said that while he does test for academic learning through questions and problems similar to those in state assessments, he considers the hands-on experience just as important to the students’ future success.

“The seniors taking this one-credit course will gain far more than a grade on a report card,” Hale said. “They

will have proven experience in the field that most adults don’t receive until after they’ve had some postsecondary training. In a skilled profession such as this, experience can mean everything on a resume or job application.”

Square Deal manager Hawkins agrees. “These students are doing the same thing for us as if Square Deal were paying them by the hour,” he said. “They could easily step into positions in the industry and expect beginning salaries between \$23,000 to \$40,000 a year. They could also go on to college and use their experience as a basis for a degree in architecture.”

Through this school-business partnership, Square Deal Lumber has given the school supplies such as drafting pens and the necessary but expensive cartridges. Square Deal also sponsors various club activities and covers expenses when students participate in regional and state competitions.

Although Hale and Hawkins have high expectations for these students and there is a huge dollar value resting on the many critical skills they must learn and use, the real bottom line is that these students enjoy the class.

“I really enjoy this class, and Mr. Hale always knows the answers when you have technical questions,” said senior Michael Craine.

For more information about the work these students are doing in this and other partnerships, contact Barren County High teacher Keith Hale by phone at (270) 651-6315 or by e-mail through the KETS global list or [khale@barren.k12.ky.us](mailto:khale@barren.k12.ky.us); or call Dennis Hawkins at Square Deal Lumber Company, (270) 651-2902.

# How will education fare during

## Education committee chairmen talk about their goals, their hopes

On Jan. 19, the Kentucky Senate and House education committee chairmen, Sen. Lindy Casebier and Rep. Frank Rasche, granted *Kentucky Teacher* the privilege of sharing a brief question-and-answer session. On this page are excerpts from that session. To read a complete transcript of the session, visit the Department of Education's Web page ([www.kde.state.ky.us](http://www.kde.state.ky.us)), click on *Kentucky Teacher* and select the February 2000 issue.

**Q: It's been about 10 years since the General Assembly passed the Kentucky Education Reform Act. Where do you think our system of public education is today, and where do we need to go next?**

**A: Rasche:** I would say that, to a great extent, we have changed the things that needed changing, and we have institutionalized those changes. We have a system of accountability, which we never had before. The tools of accountability are beginning to have a good feel and a sense of balance. And now we can have an evolutionary process, to make it better as time goes on. I think, in 1998, that was the last big controversy, the testing system.

**Casebier:** I think in the 1998 session we came very close to having KERA repealed. And I think that fact sort of galvanized the support among the legislators to sustain this effort that had been going on for eight years and to be sure that we made those improvements in the assessment components and finally instill some public trust in that assessment unit. So that's what our goal was in 1998. In this session there is not a lot of legislation filed that resembles some of what we have

seen in the past, so [I'm hopeful] we [are] past that hurdle. But there will always be more to do.

**Q: What are the key education issues in this session?**

**A: Rasche:** Teacher quality and money. I think, I'm going to hope, that what we achieve [in dealing with the teacher quality issue] is not necessarily putting more on the teachers but simply enabling them to do a better job and training them better to do their job in the first place. One of the more gratifying perceptions that came out of [the] Teacher Task Force ... is that, in the end, the question is can we make a difference in student achievement and student learning? So the intent is not to make it harder to be a teacher. I think it's simply to focus on the things that are effective.

**Casebier:** One of the concerns is teaching out of content and what we can do to clear that up, and professional development and what we can do to stabilize that. [In part], the problems go back to the students who have not mastered elementary school. Some of the struggle is with reading. If they can't read, that's the major problem in the elementary and middle school. That's not a Kentucky problem, it's a nationwide problem. We need to wrestle with those problems.

**Rasche:** In the middle grades we still have a lot of elementary teachers who are certified appropriately for that grade, but we are finding out the needs for the middle grades are not always answered with a general background. But a lot of teachers have become more proficient in these areas, even though they may not have put in the seat time in college. I think many of our middle

grade teachers, if the proficiency is there, need a way to check this off to get an "endorsement," that's the magic word in certification, and I think that is one of the alternatives that is going to be in this program.

**Casebier:** Now this is looking down the road, but with the Adult Education/Adult Literacy legislation that is being discussed, that's going to go a long way in creating a culture of learning — because no matter how good the teachers are, if the students don't come to school with a desire to learn, it's for naught.

**Q: What is your legislative agenda this time?**

**A: Rasche:** Surviving everybody else's!

**Casebier:** We're all in agreement on that! ... I do have a pet project, and it's a pilot program that would replicate the Daviess County Art, Music and Foreign Language Project 2010, so that every student [who] goes into kindergarten would have art, music and foreign language instruction. It's a pilot program for one school per district, but it would be a start.

**Q: How do you see education faring in the budget this time?**

**A: Rasche:** I think we will probably do as well as anybody can, and better than most.

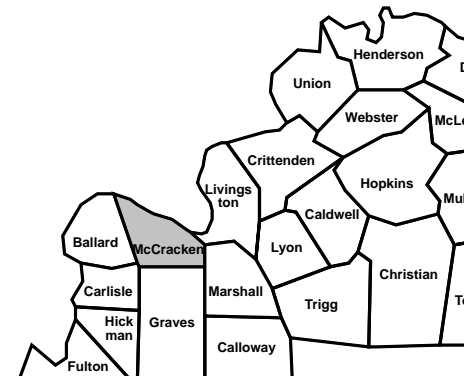
**A: Casebier:** I think so, too.

## Sen. Lindy Casebier



Republican, Louisville  
District 7 (Bullitt and Jefferson Counties)  
**Education:** bachelor's and master's degrees in education, University of Louisville  
**Occupation:** Curriculum specialist, Jefferson County Public Schools  
**Home Address:** 3304 Hardin

isville, KY 40214  
**Frankfort Address:** Capitol Annex, Frankfort, KY 40601  
**Phone:** Home (502) 935-4085; Frankfort Office (502) 564-8100, ext. 617  
**Fax:** (502) 564-6543  
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## Rep. Frank Rasche



Democrat, Paducah  
District 3 (McCracken County)  
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**Occupation:** Owner, Rasche & Associates

**Home Address:** 2929 Jefferson St., Paducah, KY 40301  
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**Frankfort Office:** (502) 564-8100, ext. 617  
**Fax:** (270) 442-6565  
**E-mail:** [frank.rasche@lrc.state.ky.us](mailto:frank.rasche@lrc.state.ky.us)

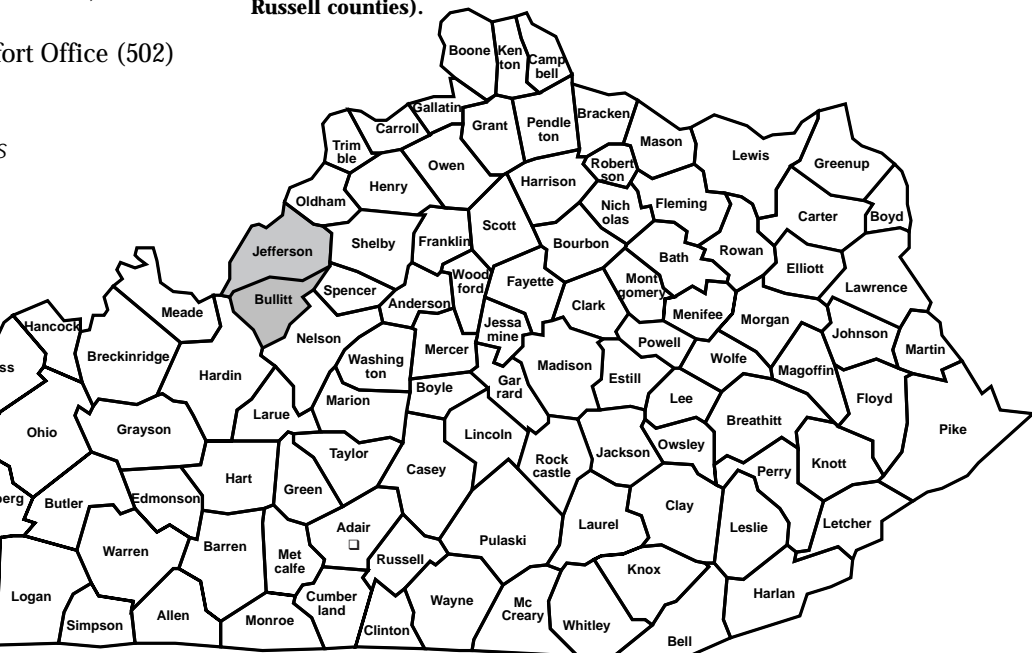


# g the 2000 General Assembly?



Photos courtesy  
Legislative Research Commission

Sen. Lindy Casebier, R-Louisville, discusses education issues with Sen. Vernie McGaha, R-Russell Springs. McGaha, a retired educator, represents Senate District 15 (Adair, Casey, Pulaski and Russell counties).



Rep. Frank Rasche, D-Paducah, and Rep. Charles Geveden, D-Wickliffe, compare pros and cons of a pending bill. Geveden represents House District 1 (Ballard, Carlisle, Fulton, Hickman and McCracken counties).

## How to communicate with legislators

### To identify your legislators . . .

- Phone your inquiry to (502) 564-8100; or
- Go to [www.lrc.state.ky.us/](http://www.lrc.state.ky.us/) and click on “Who’s Who” for names of senators and representatives listed by name, district and county.

### To get a message to legislators . . .

- Phone: (800) 372-7181 — Legislator Message Line; or (800) 896-0305 TTY — TTY Message Line for callers with hearing impairments
- Fax: (502) 564-6543
- Mail: 700 Capital Ave., Frankfort, KY 40601
- E-mail: Go to [www.lrc.state.ky.us/](http://www.lrc.state.ky.us/) and click on the e-mail icon for a directory of e-mail addresses plus information on how to send e-mail to reach a legislator who does not have an individual e-mail address.

### For best results . . .

- If you are writing to a legislator, send a personal note, not a form letter.
- Be brief. Keep voice mail messages short and to the point. In written communications, send one paragraph if possible, one page at most.
- Include your name, address, phone number and e-mail address in all communications, including voice mail and e-mail messages.

### To seek information by phone toll free . . .

- **Bill Status Line:** (888) 701-1488
- **Calendar (Meetings) Line:** (800) 633-9650
- **Citizen Contact Line:** (800) 592-4399 (for communicating with lobbyists)

### To get information on the Internet . . .

Go to [www.lrc.state.ky.us](http://www.lrc.state.ky.us). To read the text of bills and track their status through the legislative process, click on “Legislation and Legislative Record.” For information on how to get printed copies of bills and other materials, click on “Public Services.” Other links lead to a wealth of information about the work of the General Assembly.

# Some teachers are learning new skills in the middle of the school day!

By Faun S. Fishback  
Kentucky Department of Education

In as many as 80 of Kentucky's 176 public school districts, teachers don't always meet on special days or stay after school for professional development sessions. They use time during the school day to learn more about their content areas and to sharpen their teaching skills.

For example, they use common planning periods to align curriculum, meet with mentors or work on collaborative instruction. Content, curriculum and technology coordinators come into their classrooms to model proven approaches to instruction. A handful of districts even release content-area teachers from classroom duties to provide continuing on-site support.

The approach is called job-embedded professional development, and Tom Peterson, associate commissioner of the Kentucky Department of Education's Office of Leadership and School Improvement, believes it has a critical role in helping teachers learn how to teach more effectively.

"Teachers use what they learn when professional development is focused on the teaching they do every day," Peterson said.

Because embedded professional development occurs during the teaching day, it requires more funding than traditional training. However, Peterson said, funds from many federal title programs can be used with state grant funds to support it. Grants and contributions from private stakeholders can help pay for release time and training.

## A Closer Look: How embedded PD works in Knott County

Science and mathematics teachers: What if you were released from your classroom one period a week to learn how to use calculator-based laboratories or graphing calculators to enhance instruction?

What if a teacher in your district provided intensive professional development each month in your content area and provided all the equipment you needed to replicate the lesson for your class?

What if you routinely received information about instructional resources, content-based professional development offerings and grant opportunities?

That's what has been happening in the Knott County school district for the past two years. Through a partnership with the Appalachian Rural Systemic Initiative (ARSI), the district is making time during the school day for mathematics and science teachers to develop content knowledge and instructional skills.

ARSI is funded by the National Science Foundation and operates in 66 counties in six Appalachian states, including Kentucky. Through funds provided by ARSI's Resource Collaborative, teachers trained as "teacher partners" are released half of their instructional time to support other teachers in their schools or districts.

Last school year, secondary mathematics teacher Brenda Mullins and elementary science teacher Evelyn Mayer spent half of their instructional time as Knott County's ARSI Teacher Partners. This year, thanks to an additional \$250,000 in Goals 2000 grant funds, the two are full-time teacher partners. The grant also provides professional development release time for teachers in the district's elementary and high schools, plus money to pur-

chase science and mathematics equipment.

"Our teachers are learning strong instructional practices, developing a good district curriculum and getting smarter about their own professional development needs," said Mayer, the science teacher.

As ARSI teacher partners, Mullins and Mayer attend a monthly two-day workshop conducted by University of Kentucky professors and content specialists such as Ron Pelfrey, a former mathematics coordinator from Fayette County, and Ken Rosenbaum, formerly

partners for that follow-up."

Full-time release from the classroom enables Mullins and Mayer to serve classroom teachers in a number of ways:

- They help find activities and resources, including grants;
- model innovative lessons and skills;
- bring together teachers by content area and across grade levels to align curriculum and learn from each other;
- introduce teachers to software and Internet resources that can en-



Photo by Faun S. Fishback

**Evelyn Mayer, one of Knott County's ARSI Teacher Partners, watches middle school students Aileen Campbell (left foreground) and Franci Chaffins (right foreground) work with primary students Krystall Hall and MacKenzie Gibson as they test water for acids during a lab project at Jones Fork Elementary.**

a science coordinator from Jefferson County. They and the other teacher partners get assignments that push them to use technology, develop their leadership skills and increase their own content knowledge. The teacher partners take what they learn back to teachers in the Knott County district.

"With content-specific PD, there must be follow-up," said Mullins. "That's where the ARSI model is so strong. Teachers can call the teacher

hance content knowledge;

- listen to what teachers need and want for professional development.

"The other teachers don't consider us experts," said Mullins. "They know we can help guide them to the right information or help them find something they need for a lesson." The teacher partners have the luxury of time to "look at the big picture," she added, while the classroom teachers

(Continued on next page)

## Teachers learning skills

(Continued from Page 10)

often can only focus on the next lesson.

Mullins has taught 7<sup>th</sup>- and 8<sup>th</sup>-grade teachers and their students to use graphing calculators and worked with Knott County Central High

School mathematics and science teachers during their weekly common planning period. Using information Mullins gathered, the high school teachers are writing more grant proposals to help fund special projects.

Mayer spends most of her time with elementary science teachers. She routinely models and sets up lab experiments. But perhaps the most important part of Mayer's job is the content knowledge she is sharing with other teachers.

"Elementary teachers are building on what they already know," said Frieda Mullins, principal at Jones Fork Elementary where Mayer spends half of her time. "What ARSI has to offer is like a graduate degree in their content areas."

Because of changes made last year to the state accountability testing system, neither teacher partner can yet point to rising test scores for validation of job-embedded professional development. However, both say that students in Knott County schools are more interested in mathematics and science than they have been in the past.

"I see students constructing their own learning," Mayer said. "They know the vocabulary, they know the processes and they are reflecting on their learning."

*"I see teachers working together across grade levels to plan and deliver very strong lessons. Good science is going on in this district."*

Evelyn Mayer, Knott County science teacher and ARSI Teacher Partner

The ARSI teacher partners also report that many teachers are now stepping "out of the box" to deliver instruction in ways that excite them and their students. When Mullins shared a new

ARSI lesson about astronomy with the high school science teachers last year, teacher Scelinda Webb remembered the school's

little-used telescope. Webb designed an astronomy class and got approval to teach it. One night a week, she meets with about a dozen juniors and seniors to learn more about the stars.

"I see teachers working together across grade levels to plan and deliver very strong lessons," Mayer said. "Good science is going on in this district."

It's not surprising that both Mayer and Mullins can't wait to get back to their own classes. "I know this experience will make me a far stronger teacher," Mayer said.

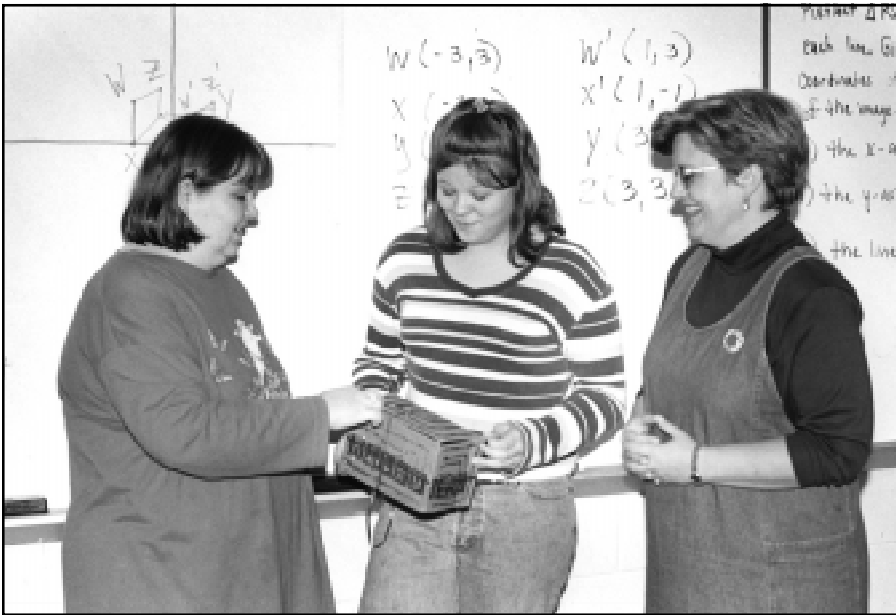
### For more information . . .

- about job-embedded professional development, contact Tom Peterson by phone at (502) 564-2116 or by e-mail through the KETS global list or [tpeterso@kde.state.ky.us](mailto:tpeterso@kde.state.ky.us).

- about Knott County's approach, contact Brenda Mullins by phone at (606) 785-3166 or by e-mail at [bmullins@knott.k12.ky.us](mailto:bmullins@knott.k12.ky.us) or Evelyn Mayer at (606) 946-2132 or [emayer@knott.k12.ky.us](mailto:emayer@knott.k12.ky.us). Both teachers are on the KETS global list.

- about the ARSI Resource Collaborative, contact Kim Zeidler, director, at (888) 257-4836 or [kzeidle@pop.uky.edu](mailto:kzeidle@pop.uky.edu).

**Science and mathematics teachers:** What if you were released from your classroom one period a week to learn how to enhance instruction? What if you could have intensive professional development every month in your content area? What if you routinely received information about instructional resources, content-based professional development offerings and grant opportunities?



Knott County Central High School geometry teacher Louanna Adams (left) asks questions of sophomore Nicole Hollifield about how she created a rectangular prism from a two-dimensional design. ARSI Teacher Partner Brenda Mullins (right), who works with Knott County high school mathematics and science teachers and elementary mathematics teachers, modeled the lesson last year in Adams' class.

Photo by Faun S. Fishback

## Attorney general issues opinion on use of CATS reward money

The Office of the Attorney General has issued an opinion on the use of Commonwealth Accountability Testing System funds that reward successful public schools. The opinion, issued on Jan. 28, states that school councils may choose to use the reward money for bonuses to teachers.

KRS 158.6455 gives local school councils discretion to use reward money "for school purposes." The Department of Education had asked the Office of the Attorney General to determine whether bonuses to teachers qualified in that category.

The opinion states that teacher bonuses qualify as expenditures for school purposes and that school councils may vote to use the reward money for the bonuses.

"Although KRS 158.6455 was amended in 1998 to delete specific references to payments to staff, the present version of the statute does not expressly prohibit using the reward money for teacher bonuses," the opinion states. "Instead, it merely provides that the local school council will determine how the reward money will be used."

The attorney general found no evidence of legislative intent to prohibit this use of the reward money.

To view or download the complete text of the opinion on the Internet, go to [www.law.state.ky.us/civil/opinions/](http://www.law.state.ky.us/civil/opinions/). Select Opinion OAG002. To request a printed copy, phone Missy LaFontaine at (502) 696-5300.



# Summertime is learning time for Boyle County students and families

By Sharon Crouch Farmer  
Kentucky Department of Education

Energy at Junction City Elementary in Boyle County peaked last summer when more than 500 students converged there for three weeks of summer programs.

The facility hummed with activities that took remediation, enhancement and leadership programs out of the realm of the ordinary. Resources from 11 different programs, the Boyle County and Danville Independent school districts, and the community created a dynamic learning environment.

Creative scheduling gave students a thorough mix of activities from 8:15 a.m. to 2 p.m. each day. Enhancement augmented remediation. All students had opportunities to enjoy recreation and physical fitness activities. Breakfast, lunch and transportation were free.

"Mixing activities helps students focus better and provides more than just good academic results," said Kathy Belcher, director of Danville/Boyle County Community Education and Boyle County Extended School Services (ESS). "There was a lot of positive modeling going on; stereotypes were broken and values changed."

A special two-week session for parents explored academic, parenting and life skills. Day care services were available.

The summer program had four components:

## Summer ESS/Migrant Program

Writing was the focus for more than 120 primary and elementary students from migrant programs in Boyle County and Danville Independent schools and ESS students from Boyle County. All migrant students were eli-

gible to attend. ESS students were referred to the program by their regular classroom teachers.

Participants spent four hours in remediation, 45 minutes in enhancement activities and 20 minutes in exercise and recreation led by members of the Leadership Academy (see below).

Students in each of the seven classrooms researched a historical person from a specific era using reading, writing and enhancement skills. On the

"The academy students not only served as role models and mentors for the younger students," said Belcher, "they improved their own skills by teaching. Their self-confidence improved, and they practiced tolerance and patience."

Belcher said the success of the program is well documented. "The key is to allow students to become active participants and develop ownership of a program in a non-threatening environment," she said.

## Parent Training

Parents explored life and parenting skills, GED orientation and nutrition during their two-week training. Among their activities were the planning and preparation of daily lunches, visits to local service agencies and presentations by guest speakers. Incentives for daily attendance included offers of free haircuts and clothing.

The Even Start and migrant education programs provided day care services. Classes took place at the local family resource and youth services center. More than 20 community organizations participated.

## Arts and Humanities

Teachers drawn from both school systems and the community taught drama, languages, crafts, music, swimming and computer technology. The instruction reinforced skills introduced during the regular school year.

A tuition fee of \$45 supplemented the available funding. Community businesses and organizations provided scholarships for children whose parents requested help. Community education scholarships were divided equally among the six elementary schools. Some elementary schools provided scholarships for students who needed the enhancement activities.

As a result of creative scheduling,

daily exercise and reading sessions for the enhancement students freed each teacher a couple of periods each day to provide arts and humanities activities for the ESS/migrant students in the remediation program.

For more information about the Boyle County summer program and its impact on learning, contact Kathy Belcher by phone at (606) 236-6634 or by e-mail through the KETS global list or to [kbelcher@boyle.k12.ky.us](mailto:kbelcher@boyle.k12.ky.us). For more information on ESS/migrant programs, contact Carole Kruse at (502) 564-3678 or [ckruse@kde.state.ky.us](mailto:ckruse@kde.state.ky.us) (or through the KETS global list).

## Funding Sources

Coordinators from all programs collaborated in planning and implementing the overall summer program. Each program paid for its own supplies.

**ESS/Migrant Remedial Program:** ESS and migrant program budgets; Title I; family resource center; Presbyterian Church

**Enhancement:** Community education tuition-based programs; youth services center; YMCA; local businesses and industry; technology grant funding; local civic clubs and individuals

**Parent Program and Pre-school (Day Care):** family resource center; migrant program; preschool budget; local community resources

**Leadership Academy:** Safe Schools program budget; Danville/Boyle County Day Treatment Center; Boyle and Danville ESS; Kentucky Educational Council for State Agency Children; AmeriCorps; community education; local agencies



Students Karly Baker, Tequila Leonard and Mary Caines learn new skills with American sign language instructor Ina Faye Price during a summer session at Junction City Elementary in Boyle County.

program's final day, each class presented a 10-minute program to peers, parents, teachers and community members.

## Leadership Academy

Students from Boyle County and Danville high schools and the Danville/Boyle County Day Treatment Program attended a weeklong leadership academy. An ESS teacher from Boyle County High and the Day Treatment Center helped the students plan, develop and prepare curriculum activities in exercise, puppetry or reading. The students used those lesson plans to lead activities for students participating in the ESS/migrant summer program.

# Applications due March 31 for Commonwealth Institute

The Department of Education invites public elementary, middle and secondary school teachers to apply for participation in the Commonwealth Institute for Teachers 2000-2001. The institute's focus will be on science and the integration of science instruction in the classroom. Applications are due March 31.

The institute, now in its 15<sup>th</sup> year, is a professional development initiative that requires a one-year commitment.

- During a one-week summer session at the University of Kentucky (July 17-21), the 100 teachers selected to participate will work in teams to develop science curriculum projects and materials and establish a communication network to ensure continued support throughout the school year.

- During weekend follow-up sessions in October and March, participants will integrate science standards into the curriculum and assessment process and align the curriculum with state and national standards.

- By the end of the school year, participants will complete a final product for effective science instruction.

Applications are available from local school district superintendents, principals, professional development coordinators, regional service center directors and Kentucky's nine educational cooperatives. Information about the Commonwealth Institute for Teachers is available from Tom Peterson at the Department of Education, (502) 564-2116 or by e-mail through the KETS global listing or to [tpeterso@kde.state.ky.us](mailto:tpeterso@kde.state.ky.us)

# New online process leads to 'gifted' endorsement

Kentucky teachers may soon be able to take courses on the Internet to achieve a certificate endorsement in gifted education.

In a pilot program to be launched this summer, 20 teachers will take Internet-based courses to qualify as teachers in "gifted and talented" programs at their schools. The lead teacher for the classes will be Taylor Thompson, an education professor at Georgetown College. Faculty members from independent colleges and universities throughout the state will assist the 20 teachers as needed.

A combination of Internet and on-campus instruction and support will deliver the nine hours of coursework teachers must have to receive the gifted education certificate endorsement. The coursework will take place during the summer and the fall 2000 semester. If the pilot is successful, the course may be offered to teachers statewide next year.

The new approach is a collaborative effort by the Association of Independent Kentucky Colleges and Universities (AIKCU), Georgetown College and other participating AIKCU member campuses, the Kentucky Department of Education and the Connected Learning Network.

AIKCU hopes to hear from teachers before mid-March and select the 20 pilot participants before the end of that month. Teachers may express interest or request additional information by contacting Gary Cox, president, or Rita Osborne, project coordinator, AIKCU, 484 Chenault Dr., Frankfort, KY 40601; (502) 695-5007; [rita.osborne@mail.aikcu.org](mailto:rita.osborne@mail.aikcu.org). Information is also available on the Internet at [www.aikcu.org](http://www.aikcu.org).

# Agency announces three opportunities in civic education

Kentucky's Administrative Office of the Courts (AOC) has announced three opportunities for teachers interested in civic and social studies education:

- **Summer Institutes** on "We the People ... the Citizen and the Constitution," a national program about the history and principles of the U.S. Constitution and Bill of Rights. The program's culminating activity is a simulated congressional hearing.

Institutes are open for teachers at all P-12 levels and are scheduled for 9 a.m. to 4:30 p.m. in Frankfort on these dates: July 13 (elementary), July 20 (middle), July 27 (high school). There is no cost to participants.

- **Middle School Institute** for teachers interested in implementing Project Citizen, a civic education program that promotes competent and responsible participation in state and local government. Students work together to identify and study a public policy issue, then develop a policy and an action plan for implementing it. Schools and communities are encouraged to adopt student-generated action plans.

This event will be from 9 a.m. until 4 p.m. in Frankfort on June 6. The institute is provided at no cost to participants.

- **Coordinator for District 5** — AOC is looking for teachers interested in being the coordinator for the "We the People ... the Citizen and the Constitution" civic education program in Congressional District 5 (southeastern Kentucky). The coordinator is responsible for providing information to schools and encouraging teachers to participate in the program; providing awareness sessions; working with the state coordinator; and participating in annual training and a national conference. The coordinator receives a small stipend.

For more information on these three opportunities, contact Rachel Bingham, Administrative Office of the Courts, at (800) 928-2350 or [rachelb@mail.aoc.state.ky.us](mailto:rachelb@mail.aoc.state.ky.us); or visit the Internet at [www.aoc.state.ky.us/lre](http://www.aoc.state.ky.us/lre). Bingham requests expressions of interest by April 1.

# Talk to us!

Teachers: KENTUCKY TEACHER wants to know what you think, what you need from the Department of Education, what you want to see in future issues.



E-mail [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us)



Phone (502) 564-3421 or (800) 533-5372  
(toll free in Kentucky)



Fax (502) 564-6470



Write KENTUCKY TEACHER  
1914 Capital Plaza Tower  
500 Mero Street  
Frankfort, KY 40601



## How to make Census 2000 count in your classroom

In March 2000 the U.S. Census Bureau will begin the huge undertaking of conducting the United States Census 2000. For a number of reasons, the census is a major event for educators. It can be a wonderful, real-world teaching tool for students. It also can be a significant factor in the funding districts receive to educate their students.

The federal government allocates Title I education dollars based on the number of low-income children ages 5 to 17 identified in the federal census conducted every 10 years. When children are not counted accurately, communities and schools can lose funds that provide services children need. The Kentucky Department of Education's Division of Program Resources estimates that a miscount of only 10 children from poverty-level families could result in a loss of \$7,000 based on the FY2000 Title I, Part A, appropriation. This can greatly diminish a school district's ability to serve at-risk students.

Recently the leaders of one school district asked the department to recommend strategies for ensuring that all children are counted in the 2000 census. The Division of Program Resources offers the following suggestions to educators who not only want to support an accurate count but use Census 2000 as a teaching tool for students.

1. Visit the Census Bureau's Web site at [www.census.gov](http://www.census.gov). You'll find a wealth of information available in English, Spanish and other languages.
2. Contact the Census Bureau's Louisville office at (502) 582-6831 and leave a message. Census specialists are available to speak to school and community organizations. They also offer "freebies" (note pads, magnets, balloons, pencils, posters and other items with the census logo) to distribute in the school and community.
3. Implement the Census Bureau's "Census in the Schools Project." Go to [www.census.gov](http://www.census.gov) and click on "Census in the Schools" for kits and materials to download or order free of charge.

For more ideas, contact the Title I coordinator in your district, or contact Faye Johnson in the Department of Education's Division of Program Resources at (502) 564-3791 or by e-mail at [fjohnson@kde.state.ky.us](mailto:fjohnson@kde.state.ky.us) (or through the KETS global list).

## KSB announces summer enrichment programs

The Kentucky School for the Blind (KSB) has announced three summer enrichment programs for P-12 students who are blind or visually impaired. The programs will bring students from schools throughout the state to KSB's Louisville campus for instruction and skills development in a camp setting.

**Career Camp** is for students 15 and older (grades 9-12). For five weeks, June 11-July 21, students will have opportunities to be employed and earn minimum wage. Other possibilities include visits to colleges and work sites, recreational activities and instruction on creating a resume.

**Middle/High School Camp** is for students in grades 6-12. For three weeks, June 11-29, students will participate in activities designed to teach skills in technology, arts, sports and daily living.

**Elementary Camp** is for students in primary through grade 5. From July 9 to July 20, students will do activities designed to boost skills in Braille, orientation and mobility, technology, self-esteem, art, recreation and leisure.

Food and lodging are free for all camps, but parents must provide transportation to and from the campus. For more information, call Darlene Middleton at (502) 897-1583 or send e-mail to [dmiddlet@ksb.k12.ky.us](mailto:dmiddlet@ksb.k12.ky.us).

## Conference will help teachers link academics to 'real world'

The University of Kentucky and the Department of Education's Division of Secondary Vocational Education invite high school teachers and administrators to the Real World Academics Conference, June 22 and 23 at Scott County High School. High school teachers will lead two days of hands-on workshops on how to teach academics in ways that improve student involvement and achievement. Representatives from business and industry will help make links between classroom learning and the world of work.

The conference will offer these workshops: American studies (English III and U.S. history); arts and humanities; biology/chemistry/forensics; connecting English to the real world; earth and space science; economics; integrated mathematics (algebra I-geometry; algebra II-prec calculus-trigonometry); physics; and world studies (English II and world civilization). All sessions will be at Scott County High School except the physics sessions, which will be at Grant County High to take advantage of specialized facilities.

The workshops are free to participants, but there may be a fee for lunch. Applications must be postmarked by March 31. They will be accepted in order of submission until the limited number of spaces is filled. Confirmation letters with additional information will be in the mail to participants by April 30.

For applications and details, see district professional development coordinators or high school principals, or contact Charlotte Tulloch at (606) 257-4272 or [crtullo00@pop.uky.edu](mailto:crtullo00@pop.uky.edu) or Kathy Quinn at (502) 564-3775 or [kquinn@kde.state.ky.us](mailto:kquinn@kde.state.ky.us).

## Want your students to see 'Rembrandt'? Better hurry!

Teachers who want their students to see 90 classic works of art never seen before outside of Europe need to act quickly! While all guided tours of the "Rembrandt to Gainsborough: Masterpieces from England's Dulwich Picture Gallery" exhibition at the Speed Art Museum in Louisville are filled, self-guided tour times are still available.

The Baroque-period paintings will be on exhibition until April 9. At press time, self-guided tours were still available for \$5 per student at these times: 12:30 to 4 p.m. on weekdays (Tuesday through Friday); 4 to 8 p.m. on Thursday evenings; 10:30 a.m. to 5 p.m. on Saturdays; noon to 5 p.m. on Sundays.

Teachers who book self-guided group tours will receive packets of materials for preparing students for their visit to the exhibition.

An audio tour of the exhibition is also available for \$3 per student. The audio guide features descriptions of the works in the exhibition and is most appropriate for high school students and above.

To reserve a tour time or an audio tour, call the museum's sales coordinator, Stephanie Foster, at (502) 634-2725, or send e-mail to [sfoster@speedmuseum.org](mailto:sfoster@speedmuseum.org). Please include your daytime phone number in your e-mail message.



# THE Bulletin Board

By Lisa Y. Gross  
Kentucky Department of Education

## School health conference set for March

The Kentucky Association for School Health 2000 Conference is set for March 28 and 29 at the Executive West in Louisville. The conference theme is "Collaboration: The 'C' Word for the 21<sup>st</sup> Century." The registration deadline is March 15.

CONTACT: Melody Hamilton, [mhamilton@woodford.k12.ky.us](mailto:mhamilton@woodford.k12.ky.us); Janice Jackson, [jjackskpta@aol.com](mailto:jjackskpta@aol.com), (502) 228-0857

## Black History Month information available on the Internet

The following Internet sites are rich sources of information about Black History Month, facts about African-American contributions, and suggested activities for schools and communities.

- The Kentucky Department of Education's Martin Luther King Jr. Academic Project: [www.kde.state.ky.us/ohre/equity/projects/king.asp](http://www.kde.state.ky.us/ohre/equity/projects/king.asp)
- African Americans in Science: [www.lib.lsu.edu/lib/chem/display/faces.html](http://www.lib.lsu.edu/lib/chem/display/faces.html)
- Library of Congress African-American collections: [www.loc.gov/exhibits/african/intro.html](http://www.loc.gov/exhibits/african/intro.html)
- African-American treasure hunt (a WebQuest): [www.kn.pacbell.com/wired/BHM/AfroAm.html](http://www.kn.pacbell.com/wired/BHM/AfroAm.html)

## Group seeks nominations for School Volunteer Awards

The Kentucky Coalition of School Volunteer Organizations (KCSVO) is accepting nominations for this year's school volunteer awards. The organization will name one Outstanding Kentucky School Volunteer in each of four categories: elementary school, middle school, high school and other (central office, Headstart, etc.).

Only member schools and districts may submit nominations, which are due March 10. KCSVO will present awards and honor all nominees at a luncheon on March 31 at the Marriott Griffin Gate Resort in Lexington. The event is free for each nominated volunteer and one guest. Additional tickets are available for \$15 each.

CONTACT: KCSVO President Nancy Rogers, (270) 692-1300, [KCSVO@kih.net](mailto:KCSVO@kih.net)

## Heritage Council sponsors photo essay contest

The Kentucky Heritage Council, the state Historic Preservation Office, and the nonprofit Preservation Kentucky organization are sponsoring a photo essay competition for Kentucky students. The competition theme is "Historic Preservation: Taking America's Past Into the Future."

Students may photograph or sketch a historic building, site or structure, then write an essay describing the historic resource and its significance and the importance of protecting it. Judges will choose winners in three categories: Primary through grade 5, grades 6-8 and grades 9-12. Awards include cash and other prizes. Every participant will receive a certificate. The entry deadline is March 31.

CONTACT: Kentucky Heritage Council, (502) 564-7005

## Zoo admission free on Earth Day

The Louisville Zoo will celebrate the 30th anniversary of Earth Day, April 22, by offering free admission and a variety of learning activities to students, parents and teachers that day from 10 a.m. to 5 p.m. The event will feature more than 50 display booths and a parade of zoo animals. Schools may sponsor booths of hands-on learning activities.

CONTACT: Robin Kaukas, Louisville Zoological Gardens, 1100 Trevilian Way, PO Box 37250, Louisville, KY 40233-7250; (502) 459-2181, ext. 376; [www.louisvillezoo.org](http://www.louisvillezoo.org)

## SBDM Leadership Conference scheduled

The School-Based Decision Making Leadership Conference, scheduled for March 16 and 17 at the Galt House East in Louisville, is designed for SBDM coordinators, principals, council members, administrators, endorsed trainers and others with an interest in school governance. Major topics will include legislative changes, personnel and district accountability regulations. There is no fee for registration. The deadline is March 8.

CONTACT: Don Schneider, Division of Instructional Leadership Development, 500 Mero St., Frankfort KY 40601; (502) 564-4201, ext. 4735; [dschneid@kde.state.ky.us](mailto:dschneid@kde.state.ky.us)

## 'Ready, Set, Go Kentucky' guide emphasizes local newspapers

The Kentucky Network for Newspaper in Education and the Kentucky Press Association have teamed up to produce "Ready, Set, Go Kentucky," a 16-page guide for teaching mathematics and language arts activities using the local newspaper. The guide links each activity with one or more of Kentucky's academic expectations.

CONTACT: Local newspaper offices or Kriss Johnson, Kentucky Network for Newspaper in Education, 100 Midland Avenue, Lexington, KY 40508; (606) 231-3353; [kjohnson1@herald-leader.com](mailto:kjohnson1@herald-leader.com)

# Kentucky Teacher

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News for the Nation's Most Innovative Educators

February 2000



Photo by Rick McComb

**A TALK IN THE SUN** — Teacher Susan Coffey and student Monica Childress chat on their way to class at Brodhead Elementary in Rockcastle County. Sunny days were especially welcome during January and early February, when snow and ice caused school closings in many districts.

*"The response I'm getting from a lot of teachers, both veterans and new, is, 'You've made this painless. I think I can do it!'"*

Scott County High School technology coordinator Jo Ann Gano, on how teachers are using Kentucky's new teacher technology standard as a self-assessment tool for improving their own technology knowledge and skills. See Pages 4 and 5.

**Kentucky Department of Education**

Visit the Kentucky Department of Education's Web site: [www.kde.state.ky.us](http://www.kde.state.ky.us)